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THE PSYCHOLOGICAL AND THE EDUCATIONAL SIGNIFICANCE OF DREAMS.

By
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THESIS

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Part 1

The Universal Characteristics Which Make the Club Imperative

Introduction

The purpose of this paper will be, first, to present the psychological bases of the club by showing that there are certain inherent characteristics in animal and human life which make the club imperative, and second, to present practical results and future possibilities of group activity by showing its universal results. First there are the universal characteristics, gregariousness, sociability and inclination of suggestibility, which enter into the lower animal life through blood-bond, intelligence and into mankind. Then there is the impulse to the club which enters the club and which in turn is levelled by it. For example, the growth of altruism calls for group activity and in turn group activity necessitates altruism, even though it be a necessity only extending to members of the group.

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Note: In this report the club will be defined as any organized activity unit for the purpose of any common interest, well as the more closely organized unit usually thought of as the club. This will include such groups as athletic teams, clubs, as well as the better organized literary societies.

1. General Psychology : 1-10
2. The Special Psychology : 11-15
3. The Special Psychology : 16-20

of so then. It is this same instinct on a higher plane that brings them out into the foot ball games and athletic sports. One does not notice about a greater combination and effort of the body, but a satisfaction to the greater instinct of the body. The children and of the streets, because all their life is almost automatically integrated in the same objects, the same activities by the same emotions; they all share the same life. It would be hard to find a child who is not interested in the game brings out the same. How many could go into the first class if one had to go alone, and the child to sit by himself could see nothing but the same. He would be travel for miles to the Fourth of July celebration and would all day in the heat and dust, when the soldiers are out of a thing, and then he would have to, in the end, be a thing. Intellectual people when they are in a crowd, they are studying the life of the people, but they are not studying their own instincts.

Frederick also indicated three types of propriety: 1. The egoistic type of the self, the altruistic type of the other, and the socialized group of members of the law. He also

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11, W. Social Psychology, 1930.
12. The Social Psychology of the Individual, 1931.
13. Social Education, A. J. Soc. 3: 45.

aggressive and hostile to the other type of individual. The
aggressive type, while it is not a social type, is a
social type. The aggressive type is the one that is
aggressive and hostile to the other type. This type of
individual is the one that is aggressive and hostile to
the other type. Within the group there is a seriousness of manner and a
subordination to authority, as well as a subordination to the group
and greater individual freedom of the individual type.
Aggressive groups, like the dog, are not only
aggressive but also are hostile to the other type, the
aggressive. This is a significant fact in dealing with aggressive
groups. Aggressive groups are developing into the social type of group.
The aggressive group seems to be more efficient at first than
the social group. In the long run the social group with more individual freedom
is more efficient. This too, is important to know about
the group and the individual. The aggressive group is not
aggressive but is hostile, but it is not hostile to the
social group. The aggressive group is the one that is
aggressive and hostile to the other type. The aggressive group
will be more efficient, both as concerns individual
character and final social living.

Chapter 11

Cocialility

The fact that human beings are gregarious does not necessarily make them co-operative or social. A collection of people of various types, many of whom are not consciously joined in a co-operative end. Generally, however, there is an instinctive tendency to co-operate with the group in its aim and activities. There is a tendency to do this for the benefit of the group, which is itself originally necessary for the necessity of self-preservation through group activity. In a word, there is an instinctive altruism as well as there is an instinctive selfishness. When is altruistic, however, it is not because people are made it.⁷ With altruistic impulses, or such impulses, comes with similar activities, sociality, which is the prime factor in the life, in development. At the origin of sociality, of course is the gregarious instinct. Sociality itself is the co-operative or socialized gregariousness. In sociality there is that factor that leads to the organization.⁸ Nothing is more than that and that is all. There is this illustrated in the little ants which gather to form a colony; how does they have a social feeling

7. The Social Psychology of the Gregarious Instinct. The Social Psychology, L. D. M. 1: 111.

8. The Social Psychology of the Gregarious Instinct, L. D. M. 1: 111.

to them on the street, perhaps, purposely, but more likely unintentionally. Accidents have no one to blameto. But to have to say or ever say anything to us would be unbearable. Probably the worst form of absence of consideration is ill-totally consideration. In this state a person may be in a crowd and enjoying it as such, but at the same time he is not looking for here and there of his kind. Or, in all the vast crowd he shall only see a single face that is like, or even resembles so a one he knew!

Consideration isolates your citizenship also "Consideration of kind". The application of the instinct, "Consideration of kind" may be narrow or broad, depending to our interests. It may isolate all races, taking as the type a human being or include all except our nation or nationality. It is split in different social classes, among people of the same interest, the same profession and the like. For example, a girl leaving a university recently, went to her sister's home in New York City, and for the first time in her life she said she felt as if she were in her element", and consequently she was very happy. Again, the effect of "Consideration of kind" is aptly illustrated in the foreign quarters of our cities. It is only natural that foreigners shall seek those of like nationality, those with the same traditions and interests as they. They will

[illegible]

says, "The [social] interaction of experiences, if not the
activity of thought and [social] [interaction]. The new psychology gives
great prominence to the social factor in accounting for the
contents of the mind. "It insists," says Ross, "that all [social]
interaction with other minds the psychic development of the
child would be arrested at an early stage [social] [interaction]."
Such interaction arises from the suggestibility of human [social].
Such a tendency is a normal instinctive one, which is [social]
with consciousness.

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1. The Psychology of the Child, L.L. Thurstone, Chap. 10.

2: 37.

11. Ross, L.L. Social Psychology, p. 11.

Chapter III

Suggestibility

"Suggestibility is a peculiar characteristic of the individual and of the herd, developed by natural selection because of its value in enforcing co-operation and homogeneity. It is an impulse or a tendency to accept instinctively without question and in the face of either egoistic impulses or individual exceptions, the contrary of any beliefs or impulses to which one is brought by the voice of the herd." All the fables which set us free without have their influence upon consequent action. The fables take shape easily but so easily lose their shape when counter suggestions come. Many people think they make up their own minds when in fact they have their minds made up for them by some influential associate or by the person who is in contact with them last. This story illustrates the point. Certain Indians in South America upon being asked if they wanted to be Christians, would all rise in a body, but if the counter suggestion came, all those of the minister became out of sight. It is through suggestion that people imitate others. Children see adults working together doing certain things; they also imitate other types of organizations, secret societies, the church and its ritual and ceremonies; they learn of folkways and their

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re below normal intelligence. Since children and unstable
people exercise little control over the reception of sugges-
tion, it is of the utmost importance that suggestions be carefully
checked. This, of it, is an important factor in organization. Just
as suggestion leads to the formation of habits, so up habits
under proper leadership. To the attention directed, results
in the control over habitual suggestions.

of the special service agent or the interviewing person." 18 Influence, however, results with it may be "infinite communication, but with organization, it is stronger in either a negative or positive direction.

[illegible]

Conclusions for Part 1

...the probability of success is increased. It is
...the probability of success. The probability of success
it is that there should be a social system for the purpose of the
individual and the social system. To see that the fundamental
instincts of group behavior, the social system and the social
and sociality of instinct: of imitation and habit, of conformity
the tendency to follow the social system and the social
the social system. The social system and the social
and sociality, sociality and sociality are the
social system and the social system, conceived, and the
of the social system and the social system. The
the social system, it is the social system and the social
of the social system, but the social system and the social

The following _____ specifically _____

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1. *Journal of Experimental Psychology*, 1911, 1, 1.

allocation to the local air receive their full share of -
rent - except group - activity as in any case would not be
gross - local each inter - local time as group - other class.

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7. 11

Abstract

Introduction

Figure 1 Pt content of Aicloscent Chondro

With the onset of adolescence, the young girl enters a new phase of life, a period of rapid growth and development. It is a time when the body and mind are both undergoing significant changes. The physical changes are often the most noticeable, as the girl's body grows taller, her breasts develop, and her menstruation begins. These changes are a natural part of the process of becoming a woman. The mental changes are equally important, as the girl's thinking becomes more complex and her emotions become more intense. She begins to think more about her future, her relationships with others, and her place in the world. This period of adolescence is a time of great opportunity and challenge, and it is important for the girl to have a strong support system and guidance from adults who understand her needs and concerns.

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11. 2. 1963 22. 11. 63

complements and helps to... to the other." The result of all this development, however, is that there is an exaggerated... of... which may be directed by hostile... or affective... to the... intention is a....

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1. 1911, 2. 2. 1912, 3. 2. 1913.

Chapter 1

O position to Restrict

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four-fifths of the men and one-half of the women receive the most good from men. Alexander says, ¹⁰ "Give a boy time to sit here and you have done the greatest thing you can do for him. Bring him under the personal influence of an older man whom he can admire and follow and he will grow like him as inevitably as the flower grows toward the sun."

development of altruism. Adolescence is the period of doubt and wonder, a period of great plasticity of mind, and a high degree of suggestion, a period of great susceptibility to religious influences and the development of will power. "In late adolescence, 12-14, is the time when he changes from egoism to altruism. It is the normal time for him to become God-centered."¹¹ Before, he is interested in his own happiness, now he is devoted to others, especially in self-sacrificing causes. He can be led to devote his life for the good of others any better than at any other period. Now he has visionary plans to reform the world. Things seem to move so slowly. Only if he could get things smoothly off his would go! "If the habit of altruistic endeavor is hitched to the instinct at this time, it becomes permanent and if we fail to hitch it, it is almost impossible, if not altogether so, to establish it later on."¹²

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1. Alexander, J. L. Boy Training, p. 111.
11. Ibid. p. 118.
12. Ibid. p. 117.

he importance of friendship. It is now during this period of unselfishness and reaching out for a wider world that deep and lasting friendships are made. It is the special time for the beginning of the life of special interest in this field are the studies made by E. G. Lancaster, Furnham and Thornhill. Likewise the investigation concerning friendship which follows shows the same results on a smaller scale. In the Lancaster and Furnham study, out of 116, 81 male and 55 female wanted to lead at least, 3 male and 31 female preferred to follow. Seventy-five percent of adolescents feel the companionship of those considerably younger or older than themselves. Two-thirds of the reports show that they seek friends older than themselves. Of 112, 93 said that friendships were too so in this period while only four said that they were not. Of 325, 214 were very unselfish. Of 142, 142 had in place to report. Religious and missionary impulses were very strong. Other results of questions touching upon changes of adolescence follow:¹

Temper. Of 325, 107 had keener temper with a higher range.

Literature. Of 325, 48 had a greater desire for reading.

Art and Music. Of 472, 431 expressed a new interest in art. Of 558, 434 had a new desire for music.

Science. Of 341, 221 liked science.

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1. E. G. Lancaster and Furnham. Studies in "Adolescence"; E. G. Furnham. Journal of Adolescence, 1: 61; Vol. 5: 11-12.

Love of Nature. Of 742, 640 had a good love for some form of nature.

Solitude. Of 471, 107 had a good deal of solitude from 1 to 10.

Ideals. Of 170, 135 had ideals.

Liebrage. Of 1146, 262 report hard-bound feeling; and could not tell the truth.

Future. Of 407, 369 had planned a future.

Restraint. Of 423, 153 found home less attractive and desired to strike out; of 101, 100 testified that parental influence declined, 101 that it did not; of 202, 100 wanted to leave school.

Morals and Habits. Of 523, 100 experienced sudden moral feeling; of 100, 100 testified that they were right and wrong.

Religion. Of 528, 512 reported new religious inclinations.

The results of the Thorndike study ¹⁴ which follow are based on the answers of sixty-six men, teachers or superintendents of schools.

Table 1

Frequencies of different years in ratings for "When was home most attractive?" and "When was home least attractive?"

	Most	Least	Balance favoring least attractive
10	5	4	-1
11 or 12	8	5	-3
13 or 14	1	3	+2
15 or 16	12	10	-
17 or 18	9	8	-1
19 or 20	2	11	+9
21 or 22	1	1	+
23 or 24	6	5	+
25 or later	10	10	-0

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1. Thorndike, T. L. Magnitudes and Ratios of Alleged Variables. *Journal of Educational Psychology*, 11. Review, 54: 14-147.

Table II

Frequencies of different years in ratings for "the (12) friendship deepest?" and "when were friendships least deep?"

	Most	Least	Balance favoring "most deep"
10	0	10	-10
11 or 12	2	14	-12
13 or 14	0	7	-7
15 or 16	0	6	-6
17 or 18	10	0	+10
19 or 20	17	4	+13
21 or 22	0	0	+0
23 or 24	5	3	+2
25 or later	1	11	-10

Table III

Values of epochs for reforming

	Most	Least	Balance favoring "most"
10	1	14	-13
11 or 12	1	13	-12
13 or 14	0	0	-0
15 or 16	4	0	+4
17 or 18	18	1	+17
19 or 20	9	1	+8
21 or 22	3	1	+2
23 or 24	1	3	-2
25 or later	10	10	+0

moral picture of the high school boy as brilliant, as a
home attendance, full of vast enthusiasm, was the high school
boy in attendance, and the like is likely to prove true of
the college boy? ¹⁵ If this be true, then the necessity of
while absorbing interests for the high school age, so that these
may be carried over into college is evident. If, however, the
children do not attend college, as the case should they have
worth while interests which are suited to their physical, social
and psychological development during the high school age, for
they will have less opportunity and in all probability have
decided to acquire such interests later.

The data in the following tables on the influence of friends
are the results of answers from twenty-one different people of
various occupations. These are returns from college presidents,
college instructors, high school teachers, ministers, home makers,
newspaper writers, judges, and others from various parts of the
United States. The results suggest that the influence of friends is
first, that the friends of the high school boy are the greater part of
the friends of the college boy. Second, that the influence of friends
is the most important influence in the life of the high school boy,
and that the influence of friends is the most important influence in
the life of the college boy. Third, that the influence of friends is
the most important influence in the life of the high school boy, and
the most important influence in the life of the college boy.

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15. Thorndike, L. L. The Social Psychology of the High School Boy.
at his residence. Ed. Review, 54: 147.

from school, when the opinions of school chum out of influence or any other. The association of friends is the most vital element in keeping it, and I don't say that this element has been more or less at different periods. It is somewhat later, just as it is in a high school. One glance at the V will show the importance of the high school and college periods, in the period of adolescence.

Table 10 shows the social group in which the friends are formed, that has the most influence upon various ones. Notice the predominance of the school influence in adolescence and young adulthood. If we combine the school and church groups we have sixty-eight out of eighty-three saying that their friends are in school or at work in the social period. This is significant and it also places a great responsibility upon these two institutions in the training of the youth.

Frequency of different periods in ratings for "Learning
 this is a", "influence of factors in the child's environment",
 etc., the determination of character and average of all periods.

Table V

Period	Postnatal	Occupation	Character	W. H. H. H.
Elementary	1	1	1	1
High School	21	21	5	1
College	21	41	5	1
After 3. H. H.	1	6	0	1
Elementary and High School	1		1	
Elementary and College	1	1	1	
High School and College		7		
Gr. 1-3 and college		1		
College and after	1			1
No. of periods in periods				1
No. of periods in any period	1	7	0	
Total	61	61	21	

Experiencing of different social groups in a time of crisis.

Table VI

Social group	Number in each group
School	20
Church	14
community	6
School and Church	15
School and community	
Church and community	
Professional group	1
All groups or no difference in groups	10
Total	85

There were fifty-nine out of eighty-seven who were definitely concerning the social group in which their friends were. Some, however, included at least two groups. One could not distinguish any difference in any group. One of these, a very prominent woman in a sister university, said that she had always considered herself fortunate in having been in so many different circles, for she had always had worthy friends in each group. She decidedly expressed that she could not live without them. One included the school, community and church life in the social group in which she had been.

that had the most influence on him; another, city life; and his eight years in Germany; one, his fraternity and lodges, and another, school and his golf clubs.

evolve - Adolescence is the natural time for the growth of religious motives, which are the only basis of a healthy moral culture. Aside from all relations to the outer life, the religious education should be regarded as the best available for immediate results in character.¹⁶ There are two these cycles of especial susceptibility to such influences. About twelve year old children are often join the church, so through imitation they do likewise. At fourteen they have reached the stage of emotionalism and in this by emotionalism and they have through their emotional process to come into the church. Then at sixteen when coming from the heretofore period to the more reflective, conversions take place that are based on intellectual conviction and action. The latter are more productive of good results.¹⁷

evolve - One of the most characteristic features of adolescence is the association in groups. Before ten children find it hardly all life about the. Their play revolves in and thus the adult

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1. Lester, A. B. Ed. 73. : 21. "Psychology of Religion of Adolescence".
2. Fuller, Elsie. Your Boy and Girl Training, p. 11.

100% of their employment. They tend to function as a unit, however, and no type of organization is forced into existence. They, more than girls, concentrate in their efforts on activities and tend to form social units characterized by a lower level of civilization where the strongest and boldest is leader. Girls form secret clubs, but do not go out to pull together for their activities so as to have a influence on the - selves and to others. They are universal, that is, they cater to all nationalities, while girls' organizations are more exclusive. They engage in social type activities, while girls, and sell their products. They fight, but like collection, and do not, at all times, and in fact revert to and the savage stage of civilization. They have many interesting places and names which suggest the nature of the organization. Some names are: Hall's Kitchen; aj, at the top, of the, jun, club, crook; aj, and a very old name, and so on.¹

Dr. Challen's study¹⁰ of 2000 contains only one girl. He showed that one and one-half per cent were philanthropic; 20 per cent and 12 per cent were social; 20 per cent and one-half per cent, social; four and one-fourth per cent directed to

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10. Hill, G. W. Anthropology, 1: 17; 11: 17.
11. Gibson, H. W. Evolution, p. 26

literature, music or art; eight and one-half per cent, industrial; five and sixteen per cent prelatry, including hunting, fighting, building, camping, and so on; and sixty-one per cent more athletic. Physical activity is the keynote of life for the larger number. If we group the industrial, with prelatry and athletic, these make eighty-six and one-half per cent of the total.

The morale of an unsupervised gang is never so high as the individual morale of its constituents, while in a supervised gang it is higher." ³⁶ Gangs also have a code of honor, the most important element of which is, that no one will "snitch" on the others. One may confess to a friend, but he must not inform on others. "Psychologically considered this trait is a distortion of loyalty gone wrong." ¹ It is as unwise as it is useless to attempt to stamp it out when it can be diverted into proper channels. The great mass of young offenders are members of uncontrolled gangs; only seldom is there a member of a supervised one. This instinctive tendency to group gives a clue for reclamation. Supervised gangs provide means for juvenile reformation, as well as for education. They force the moral law on the delinquent, while the

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¹ Bailey, Edwin, Young Men and their Training, Ch. 11, p. 170
Ch. Phil. p. 170.

unsupervised ones uniform both.²² For such a year, "The gang instinct is absolutely necessary for the proper social education of every boy. There is no other way -- honesty is must be saved from narrowness of mind, selfishness and self-conceit." We must recognize the psychological necessity for gangs. The question is not whether boys belong to gangs, but to what kind do they belong. Is it the Boy Scouts or the Dirty Dozen, the supervised or the unsupervised gang? If they are not provided with organizations which will satisfy the gang spirit they will be driven to unsupervised gangs, which are "schools for dishonesty, untruthfulness, bullying, profanity, unclean speech, disregard of personal and property rights of others, cigarette smoking and social inequity."²³ Hall says²⁴ that normally the gang instinct should be sublimated at twelve, else boys with confidence in their growing strength will go it alone. These killer instincts can now be transferred to athletic activities and here find harmless and beneficial outlet. To gain control and self-control not through passivity, but through activity. The most effective sort in control to increase physical activity. "We do not suppress the gang instinct,

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22. Puller, Edwin. Your Boy and His Temperament, p. 100.

23. Forbush, W. F. The Boy Problem, p. 2.

24. Puller, Edwin. Your Boy and His Temperament, p. 100.

25. Hall, G. F. Adolescence, 11: 400.

as a long period of study. If these outlets of energy are denied legitimate expression, then inner gratification of desire is most likely to occur. The love of excitement is often the stronger than in adolescence.³⁷ Since the incorrigible often react the same as children of these younger because of their desire to lead and hold sway, it is very essential that the instincts which lead to incorrigibility and delinquency be properly directed into proper channels. "Religion and even science to a just degree will be recognized as educational forces. Recreation can be made elevate taste, spread knowledge, and dignify morals." "Just as the primitive people are said to have so the very good instinct could be used to lead to the good life."³⁸ The following pages will give a partial description of the evidences of the value of the recognition of the personality of the individual and his needs, by showing the possibilities of group activities both for the conservation of the individual and for the best interests of society.

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37. Hall, G. S. *Adolescence*, p. 11.

38. Hall, G. S. *Adolescence*, p. 11.

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Our Activities

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In developing them, for the benefit of society, the school, in particular, has three functions to perform: first, the cultivation of right social ideals; second, the cultivation of the social dispositions and third, the cultivation of efficient social habits.³ The school or any other institution cannot afford to neglect these important dispositions and habits except at great peril. There must be established the ideal of social conduct which is to be received and desired.⁴ A person must not only have a vision of better things, but that vision must pass over into the work that he does. The school and church have furnished opportunity to use group activities which involve coordination and a crisis of the individual to the group; activities which develop altruistic and patriotic sentiments; which direct the "handicraft" of the individual into the service of the community. The school is a social institution. It is a place where it is the duty of the individual to be social, to be in the group. He has to be social to himself, to his fellow pupils, and directing the group. The school is a social institution, and it is the duty of the individual to be social, to be in the group. He has to be social to himself, to his fellow pupils, and directing the group. The school is a social institution, and it is the duty of the individual to be social, to be in the group. He has to be social to himself, to his fellow pupils, and directing the group.

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1. Thomas, Ruth C., *Principles of Social Education*, New York, 1910, p. 10.

2. De Soto, Thomas, *Social Education*, New York, 1910, p. 10.

3. *Method of Herbert Society*, New York, 1910.

4. *Method of Herbert Society*, New York, 1910.

first "conscience or moral sentiment is voluntary human action. Unwilled action has no moral quality. Morality is something that is, rather than anything that should be put on or taken off. We become moral through practice." Since education is the foundation of teamwork, it is important that we give this is the training that we give in the home, school, church, and other community institutions. The pedagogy of the classroom may be carried up to these places. "It is a moral activity."⁵ This must be done in every part of life in the classroom, and especially the home, it is to be said. The teacher must be careful. He must never allow to himself, or his wife to do, if he expect that to develop strong character. Their nature is essentially hostile and antagonistic to the school, and the community and the must only be a reaction, for developments will not be positive, and it is the teacher's duty to all that. It, therefore, is essential that the teacher should be the developer of the best that is in the child. It is essential that a child should be trained in the way of life. "The highest activities for children are to be found in the world. Group loyalty is the highest of the virtues."

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1. Alexander, John L. Yearbook of the National Education Association, 1911.

It is of course our duty to parallel with the best interests of adolescence.

Stages of the Process from "Need" to "Action"

[illegible]

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T. H 11, G. 7. 188: 33, 1: 17.

and recreational activities.⁹

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cy.

In cities where children are forced to the street to play, they soon learn to "be" to the cop. A little later comes the law and authority crises. Next come the usual objectionable games to form. Then comes their rebelliousness and moral revolt. In Ohio between 1903 and 1914 the population of the entire state increased 11 per cent, while there was an increase of 73 per cent in the total number of crimes, making eight and a half million for each year in 1914. A social worker in 1914 made the following estimate of the chances of a boy going astray under modern conditions. He would have one chance in 24 of going to the penitentiary, one in 30 of being a tramp, one in thirteen of being a drunkard, and one in seventeen of being a vicious character.¹⁰ Statistics also show that 30 per cent of boys in American cities between ten and fifteen years of age are delinquent.¹¹ In 1904 there was an average monthly conviction of 10,000 juveniles and 17,000 adults in the United States. When we realize that most habits are formed before twenty, we can get a glimpse of the meaning of such number of adult criminals. It is significant that 85 per cent of the juveniles come from the

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9. Editorial, Survey, 4 : 230. Feb. 1, 1900. Delinquency and Teen Play.

10. Haines, T. Increasing Cost of Crime in Ohio, in Ohio Board of Administration Publications, 1914-1915.

11. Gibbon, F. T. Psychology, p. 287.

12. Travis, Thomas. The Young Delinquent, p. 126.

homes, and still more significant that 25 per cent of these were transferred into law-abiding respectable citizens after being given physical, mental and moral training at reformatory or industrial school. Why should society wait to care for children until they require institutions to reform them?

Fully 50 per cent of juvenile offences can be classified as malicious mischief which is due to misdirected energy.¹³ According to A. T. Burns,¹⁴ study of playgrounds on the South Side of Chicago, two years after the small playground parks were opened, delinquency showed a 37 per cent decrease within a radius of a half mile of the parks and a success in probation work in non-return of delinquents to the court, which, if included, represents an actual reduction of delinquency of 44 per cent. In Cincinnati, Ohio, after the establishment of three playgrounds in a down town section, certain forms of delinquency vanished entirely. The playground did more to lessen offences than several juvenile courts or legal agencies.¹⁵ In 1906, 1748 children were legally brought before the juvenile court in Cincinnati and 410 were handled unofficially, making a total of 2,158 of which 1486 were delinquent. A year after the

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13. See report, L. H. American Red Cross in the United States, p. 24.

14. Building Playhood, p. 13. Contribution by Quality School Times Company.

15. Ibid.

16. Weir, L. H. Playgrounds and Juvenile Delinquency. Playground 4: 37.

playground, there were 99% delinquent children before the court. Of course, we can not attribute all the decrease to the playgrounds but it is probable that a large per cent was due to them. Another instance of the value of play supervision is noted in Texas. "The Trinity Play Park in Dallas has been open for the past twelve months", says a writer in the Play Journal, "and it is the number of juvenile cropshooters that the Dallas police force has been able to add which is the point to note."-- The number of delinquents in the cotton mill district has been reduced more than 50 per cent under the present plan, while there has been an increase of over 50 per cent in the children of the

and the children we think of juvenile delinquency as merely a city problem, but reports from California do not substantiate this idea. Statistics¹⁷ based on a study of delinquent boys in California show that the cities do not furnish a relatively large proportion of offenders. In fact, small towns contribute the larger, while the open country contributes a relatively large number than towns and cities. The comparative statistics follow: 1. City boys 10, or 10.1% of total population = 10.1% of total delinquents.

City delinquents = up = 10.1% of total population.

The proportion of delinquent girls is about 10.1% of total population.

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16. Weiss, L. H. Playgrounds instead of Jails. California Playground, 4: 40. 1911-12.

17. Williams, Harold. Delinquency and Community. California Journal of Criminology, 4, Whittier, 1911, p. 10.

practically the same as the above.

11 Total group 2,100-1,800 population = 1.5% of the whole population.

Delinquent town group = 10.2% of the whole population of nearly 100 as 1 to 10 proportion.

111 Total group under 1,500 = 18.1% of the whole population.

Delinquent rural group = 1.3% of the whole population.

Reports show that suicide rates in small cities in the United States increased from 15.2 per 100,000 for the decade ending in 1910 to 16.2 for 1911.¹² According to the recreation report of a small town in California, only three towns of 2,500-4,000 population had supervised recreation the year round, and one in the summer. This work was carried on only by organization, the agency in each locality working about 14 hours day. A similar report is given in recent investigation (unpublished), which shows that of 10 small and medium sized towns in California, only two have any playground director. This, of course, does not mean that there is no priv to organization with supervised activities, but it probably does mean that there is no continuous and adequate progress of recreation in the majority of small communities. In many parts of the United States in the matter

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12. Clifton H. Universal Recognition of Value of Play. Chicago, 1911, p. 114.
13. J. H. Brown, Undeveloped Recreation, 1911, p. 11.

[illegible]

eleven hundred million dollars were spent in one year in the United States' penal institutions and as the result of crime. This five hundred millions were that we spent in schools, churches, hospitals, colleges, and all forms of betterment. Seventy-one per cent of the inmates of penal institutions during a recent year were under twenty-one. Is it not the time that we were using some of these vast sums of money in prevention rather than punishment and reformation? Prison is a first consideration, which is by far the most important, it requires no insight, whatever, to see that it is much more profitable to develop producers for the community than producers of crime.

These authorities²⁵ claim that 99 per cent of the boys that we do not have here so, if we had applied the same principles of medical science, reported and treated with the greatest interest boys, since constant activity is the keynote to their normal development, they must be given an opportunity for such activity with their own bodies. By noticing the following statistics representing a survey of the Buffalo High School activities²⁶ for which no credit is given, a case is made in favor of athletics and sports. The following evidence was obtained from a survey of the

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25. Alexander, J. L. and Taylor, Introduction, p. 10.
26. From survey of school officers of the Buffalo Board of Education, Buffalo, N. Y., 1911, p. 10. The survey was made by the Buffalo Board of Education.

. 11, 7. 1930: 117, 118.

T 11: VII

The following table shows the results of the investigation in
 un... .. in... ..
 Jan.

...
1	35	13	...
2	1	16	...
3	37
4	37	4	13
5	37	7	...
6	37	37	1
7	37	2	...
8	37	16	57
9	37	17	...
10	37	13	1
11	36	34	1
12	33	37	1
13	26	34	...
14	...	37	3
15	35
16	35	33	...
17	24	34	17
18	24	34	100
19	24	17	7

Table VII (continued)

Advisory groups	Students in advisory	Students in activities	Students in activities
20	34	10	41
21	34	10	11
22	34	0	0
23	33	33	100
24	3	3	100
25	33	33	92
26	33	21	91
27	33	33	97
28	23	15	65
29	33	16	62
30	33	15	45
31	33	34	9
32	33	14	31
33	33	0	0
34	2	3	100
35	33	0	1
36	33	33	1
37	33	33	100
38	33	11	5
39	1	17	0
40	31	10	3
41	31	14	67

Table VII (continued)

Advisory groups	Students in Advisory	Students in activities	Percentage in activities
41	21	7	33
43	22	22	100
44	16	16	100
45	16	16	100
46	17	17	100
47	17	17	100
48	17	13	76
49	17	9	53
50	16	-	-
51	15	12	80
52	13	13	100
53	13	9	69
54	12	9	75
55	12	5	42
56	11	11	100
57	10	6	60
Total	1760	1034	

Table VIII

Activities of Berkeley High School for which no credit is given.

Organizations	Number of students participating
Athletics and sports	730
Rifle	111
Vaulleville	97
Student Body Officers	
Girls' Council	66
Board of Control	
Oratorios or plays	50
Dispensary work	48
Day nursery	46
Forum	44
Public time	33
Dancing	17
Girls' Improvement Committee	3
Thrift and Civic Committee	3
Music composers	1
Art and Photo Staffs	4
Essay Contest	3
Photographers	2

In addition to the activities mentioned above, students participated in inter-scholarship athletic contests and have an athletic organization called "The Big E Society". The above

figures do not give an exact report of the number of students engaging in every unaccredited activity, for the survey was made to find out how many students were participating in some one activity at least. Thus it was essential that only one be named, even in fact many students were taking part in several. The table, however, does show, in some degree, the type of activities and the relative proportion of students engaged in each.

Table 11

Types of Organizations showing the number of schools out of 111 having them and the total number of such organizations.

Organizations	No. of schools	Total No. of organizations
Student Association	100	100
Athletic	100	7
Musical	100	14
Class organizations		90
Girls' Association	90	90
Dramatic	15	15
Debating	14	13
Literary	17	17
Social	12	16
Religious	11	14
Scholarship	10	10
Agriculture	9	10
Language	9	15
United Student Body Confederation	9	1
Cadet	7	7
Rifle	6	6
Boys' Association	4	4
Red Cross	5	5
Art	3	3
Camp Fire	3	3

Table 1K(continued)

Organizations	No. of schools	Total No. of organizations
Miscellaneous		
Nature Study	1	1
Scientific	1	3
Library	1	1
Girl Scouts	1	1
Chess Club	1	1
Story Telling	1	1
Education	1	1
Total	110	170

In addition to the work done as indicated by the name of the organization such activities as the following are undertaken. Spanish clubs help in interpretation in Spanish homes. A Porthenia for girls has within it a camera and library club and also does charitable work. A chess club studies developing and printing pictures. A library club studies library methods and cares for the high school library. Special committees publish newspapers and annuals and take reports to the bailies. Others make out a financial budget for the year. Chess, Five and other organizations helped with Liberty Loans and Red Cross work. Art clubs include those in painting and also in "Stitchery and Embroidery Club". The work of each organization is not exclusive of that of others. For example, each

club ordinarily has more than one purpose. Practically all will have a social side. The Girls' League may have athletic and philanthropic features. Therefore, in the classification, a club is placed in the group which most nearly represents its major purpose.

Because of gross reports of several schools which were under one principal, it was in some cases impossible to determine just how many organizations were in each school. Thus, too, because, some schools reported only such as could be called clubs outright, while others reported all group activities. In all probability, the athletic and class organizations more nearly parallel the number of schools reporting than the title alone. At any rate the survey shows to some degree the nature of the organizations and the extent of them in 193 of the small and medium sized and five of the large high schools of California.

The replies to the question "What effect do your organizations have upon school discipline were as follows: Good, 1; bad, 1; little, 4; none, 21. Many of the reports show that some teachers interpreted the question as "What bad effect do your organizations have upon school discipline?", instead of simply "What effect?" However, the reports are at face value received. Only one principal stated that he did not believe in organizations in public schools. On the other hand, others placed them as their greatest aid in discipline and as an

essential factor in developing leadership. In one large school where there are over twenty organizations, including literary, dramatic, athletic, scientific, social and so on, the principal said, "The question of school discipline has been practically eliminated by the co-operative organization of the 'Student Body.'" Another said, "Organizations should always aid discipline for they give pupils a feeling of responsibility in the school." Again, one states, "They help to promote good discipline for they serve as outlets for some of the surplus energy which often leads to disorder." Still others reported, "Organizations aid without question." "Great help-- we have no discipline." They help focus the problems and make it easier to meet them." "Excellent, especially a loyal 'A' spirit which is high with all matters pertaining to conduct, morals and character of all boys." One said, "No effect that could be noted, but probably an incentive to boys to learn at school." However, the same principal reported that there had not been any organizations up to date but these ought to be started next year. Even still then, he said that there was a real benefit, even though he considered they affected discipline adversely. "Little thought they were, 'Little effect if any with the exception of the military companies.'"

The reply to the question, "What effect have organizations had on community life outside the school?" is as follows:

Good, 19; little, 1; none, 11; mentioned, 1; no effect, 1.

Many principals reported that school organizations interested the community in the school and thus developed loyal support. Some of the exact statements are: "They have brought to the community and have raised the standard for entertainment." "In a general way the community seems to feel an improvement among the young people." "No marked effect except that our student body has brought two attractions which otherwise could have been impossible to the community." "No definite date, but believe the preparation to life outside and its organizations." "Excellent training for citizenship." "Good by-achieving." "The perceptible effect." "No effect evident at present, but probably there would be some in the future." "Slight. Possibly a tendency to close mindedness earlier. "Take contributions to the payment for community hall." "All agricultural clubs consider service to raise the standards of production and to be at social agencies which are to sympathy for the school and keep up the general tone of the community.

Distribution of answers for the question, "Have any clubs or groups which were organized on the school been given permission to use the school building; and, if so, has their character been changed?" were as follows: Yes, 15; no, 13; yes-otherwise not changed, 21. Several schools are reported that the building could be used for community purposes,

but that no request had been made for such use. In one of the communities, outside the city group, a community building had been provided, so it was not necessary to use the school building for general purposes. Such activities as Fire, Dramatic Societies, a supplementary line of classes, Y. M. C. A., tennis, football, social dances, extension classes of those outside of the school, Red Cross, Boy Scouts and Agricultural clubs were mentioned as using school property. One principal reported that a young man's gymnasium class had regular physical hour and had advised the school tons of those concerned, and that the Boy Scout work had liberated the sense of dignity and importance of work. "One of the Y. M. C. A. groups better than could help. Agricultural clubs help the Farm Bureau in its efforts to increase income."

In reply to the question, "What is the relationship between school and the leaders of the organizations?" the following results were obtained: Not necessarily any, 14; little, 13; none, 3; good or high school and the leaders, 13; very little, 1. From the reports received it seems that where school and the leaders are more of a leadership by the rules of the school, the leaders are more of a very good students rather than those who receive the best grades. Following are typical answers: "Teachers very seldom obtain leadership. On the other hand the all 'A' students are not so often leaders."

the good student 84%." "In most cases he has the highest scholarship. I'm sure this may be a coincidence, however," "As a rule he is a type that is rare; however, some pupils with much initiative do not apply themselves in studies but are good leaders." "The better students are called on as leaders. Personal popularity and alertness both seem to count." "Personality and popularity count as much as scholarship." "Leaders are selected not on a scholarship basis, but on a special basis." "Leaders are usually good scholars, but individual initiative and self confidence also count a great deal." "There is practically no restriction on demands on leadership," and "Achievement in school rating is criterion only in scholarship societies, achievement along the line of the organization is important for leadership."

In answer to the query, "Do all pupils naturally deal with dull pupils and bright with bright ones?" the replies are as follows: Yes, 24; no, 45; partially-yes, 1, no, 1; some extent, 1; not marked, 10. Comments: "yes" is emphatically negative; said "no", while others knew full well that general qualifications are often above intellectual. Such replies as "the fellow is not included in these reviews." "Social qualifications are not an intellect." "Intelligence is not general qualifications." In stating said "yes", but in social club "no", it is clear that this is to a great extent a social club, and that it is a little difference. In answer to the question, "Do you

have any secret organizations? He hundred and two principal out of one hundred and ten reported no secret organizations in their schools, that is, any that cause difficulties. Of those answering slightly, one said, "The whole thing is carried on, as a thing, under cover, but with few pupils involved." Another replied, attempts to organize outside, without using the school name are gradually dying natural death." One school in which there were now no secret organizations had two members of a secret society two years ago. The only school in which secret organizations seem to have had much effect is a small high school which has two general organizations, one "The Frodoes" and another "The Distichos". The principal says, "Just let them argue whether they have any real organization, officers, etc., I don't care. They are not much of a factor in the school at all but are active." Not all students are members.--- For years I have struggled with the "Distichos". The "Frodoes" is detrimental to the school."

The following table shows the activities of the "Frodoes" in the world, general organizations. The average of the school in handling the data. For example, I have no reports that I have seen the school within the last year, the average of the school is 1.

Table A

Rankings of best sized working group for an organization, based on the average rating.

Size of group	Number of schools	Ranking
1	1	
11	1	
14	1	
16		
18	1	
19	1	
2	1	
21	1	
22	1	
23	1	
24	1	
25	1	
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		
41		
42		
43		
44		
45		
46		
47		
48		
49		
50		
Total number of schools reported		7
Median size for group		6

In reply to the question, "Do you have a city playground director?" the results were: Yes, 1; no, 99; part time, 1; not reporting, 8. The report on provision for supervised recreation is very significant. Of the three localities reporting directors, two are large cities and the other is in a community with three hundred or more high school students. The reports of two high school principals are very pertinent to our question. In a village with fifty or sixty in high school, there is no director but one is needed daily, said one. Another one in a larger community said, "We certainly need one. Our school, however, has a good one - but nowhere to play except in the streets. We have houses of 'making up' after we take about one or two Rip Van Winkle nap."

Evidences of the Value of Group Activity (continued)

Besides the organizations that may be in connection with the public schools, there are others that are necessary and worthwhile. No life is complete without its religious development. Church organizations should afford the best means for such training, but they often do not, for they are not stirring enough or they have such ulterior purposes that the adolescent mind does not altogether fathom the meaning. An adolescent's religion, especially a boy's must be active, individual, social, impersonal, and will be emotionally explosive.³⁰ He must have concrete means of expression. He must be in a class that does something besides Bible study. Let his class be a Bible class on Sunday and a basketball team, a hiking club during the week. Gulick says,³¹ "It is believed that the religious life is, for more probable, a natural and tangible than it comes as the gradual unfolding or development of that instinct that has its first great impulse of growth in the years of adolescence." His religious life to be of real value must be and the same qualities that we have seen to be demanded by the plays of the period. The religious life must be energetic, enthusiastic, expansive. "He must do things; he must do hard things; he must do heroic things."³¹ Adolescents in action will become loyal to that

30. Alexander, J. L. *Training*, pp. 111-112.

31. Gulick, Luther. *Psychological, Biological and Religious Aspects of Training*. Ed. Geo. C. 1: 117-118.

31. *Id.*, p. 118.

Christian Endeavor and Sunday School than from any other school activity. Attendance is voluntary and membership in the Endeavor is based upon the attainment of a certain standard of control. The practical helps that have been given include an acknowledgment of a needed help and the development of self-control in discipline. The girls are unstable but as soon as they are thoroughly interested in Endeavor work they begin to measure their conduct by their sense of right and wrong, rather than by rules. They obey rules because they want to do right and not "because they must be punished." It is, of course, good that our materials emphasize the moral and religious life, but is it not possible that these boys and girls must first come in contact with a Christian Society in such institutions? Why not let the outside before they have a religious and often immoral? Some organization surely would have reached them and given a large number for themselves and society.

The modern church does no longer do its work merely by having services on Sunday. There must be, but the church leader who can meet his boys or girls during the week, in play, in recreation, in school, at a social or what not, is the one that gives their lives. The Spirit of the Master is revealed through his activities and those in action. Let us make a religious objective

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through club activities and organizations. Lead young people to see the needs of the world by walking with them into our clubs, or parlors, by showing their conditions in other lands. Teach them to relieve suffering not by relieving their consciences, but by getting at the causes and relieving them. Perhaps the children and girls of the church could manage a summer playground. Someone could have a library for circulation. A girls' organization could visit the shut-ins. Older people could conduct hill excursions, swimming, tripping, and an athletic team. If so, we must give young people something to do to fit their energies. The rural and small town churches have greater opportunity for a diversified program than the city churches, for there the church and school must do the work ordinarily handled by other agencies in cities. The churches and schools can, if they will, practically control the social life of the community. Rural churches should be social centers. There is scarcely a need to their activities, if they but begin. Let us have Bible verse and Epworth League societies that do something besides talk. Let us have mission circles that are sincere in their interest of only having an idea of what all the world is like. Give young people work, here and now, and if they cannot get to Africa, they will know what to do. Move all, have a place of action in the church and seek to make the fulfilling of it. Recruitment for the mission fields has never been so small until the present

Volunteer Movement was launched with its challenge to the college student, the adolescent student, "to evangelize the world in this generation". We work harder when we have a definite motive. We talk of motivation in school work. What would happen if we should add motive to our religion? Our fellowship would mean more together; our friendships in the church would be deeper and more lasting; we would be happier because of our service and others would profit by it.

With all the work that the school and churches may do, there will still be many that need club life when not reached by these institutions. When boys and girls leave school at fourteen or sixteen, they are at the very age when they need guidance. The city and private individuals or other organizations must help. The Big Brother movement may have boys' clubs; the Big Sister movement, girls' clubs. The Y. M. and Y. W. O. A. may have groups. Public spirited men and women may do much. Such a person was Mr. Gumbel, the founder of the Neighborhood Club in Toledo, Ohio. In his work he found that it was better to have a large number of boys in mass than to have the small little clubs scattered about the churches and social settlements.⁴ The idea that Mr. Snyder, Playcraft Director in Berkeley, California, has, seems to be better. He has plans to secure a federation

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⁴W. Winsor, "The Social Responsibility for Education," Journal of Education, 63: 147. 1919.

of all boys' clubs in Berkeley, regardless of where they are
formed. By this method there would be more small groups work-
ing directly under a leader personally interested in them. Then,
they could come together for programs, contests and the like in
a general federation meeting, which would be held about once a
month. Working in co-operation would secure better results than
having all boys and girls connected with the city or county
organization and nothing else. Unless the leader has a powerful
personality he can not touch the thousands in a large hall
as he could in smaller ones. We see this same principle in
classes in high school and college. In groups of twenty-five
or even ten and fifteen, the contact of personalities is
greater. The influence of John Fundel on one boy will often in-
crease the probable effect of the neighborhood club, which
it actually tries to be large. Alvin Hall, who called Fundel
Junior, was connected with leadership in the Berkeley Association
in 1916, because he refused a heavy reward for some service
he had done. ²⁵ Then he was replaced by Fundel in the
association and the work of Alvin Hall. In 1916 he
went to the original "Mr. Fundel" and, as he was juvenile
court, an industrial school, a reform school. Our association
tried to do some of the work. The boys found it difficult

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1. Alfred, Fundel Junior in California. Journal of Educa-
tion, 1917. 1920

The premiums in the club contests are sometimes money; sometimes short courses in the State Agricultural College; sometimes a trip to the State Fair in Oklahoma City. A boy's or girl's outlook on life may be changed by a trip outside of his world, where he sees an accumulation of good stock, of the best farm products, and of new improvements for the farmer and his. Success in their work gives them faith in agricultural education, which many farmers look upon as foolish and impractical. One does not try to estimate the value of these contests for the boys and girls of the world. The money value is great, but the character value is incalculable. Food and girls become problems. The ownership of property is valuable to them. They feel more successful when the success of the group depends upon them, and when they are going to leave the money for it. Then, there is the pride to be in the contest or at the contest and the

triumph of their school in the entire state, all combined in a common cause. C. H. Lamb, Assistant in Agricultural Education, Washington, D. C., says that he could not be the old worker in the next lot of the school curriculum, and give the boys and girls the same old subject matter for next year. "The old curriculum is the most effective educational farce ever devised in the world. It holds strictly the same for the world."

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W. L. Lamb, D. C. The old curriculum is the most effective educational farce ever devised in the world. It holds strictly the same for the world.

...the physical way of life, that my father, as a ...
...right. " In the program, ... is given to ...
... It is a ... nation in terms of rights. There ... the
... associates sent at ... with his boys, a ...
... contact than the ordinary ... school or family ...
... other gets. It supplements the school, the church ... home.
... It ... the usual specific limits to anchor a ...
... right living as securely as it held by chains of ...
... all is ... positive genius is ... of ...
... boy's self-reliance and ... will ...
... originality and interest. The entire organization
... is of ... not only in the ...
... the American ... in ...
... the basis of ...
... the ... of " ...
... of ...
... requires ... for the ...
... in ... without ...
... the primitive ...
... to ...
... to ... Everywhere ...

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... Bill. 51: 17.

Scouts exists they perform civic duties. During the war their activities were enormous. In 1919 the 18,333 Scouts in America collected \$13,000,000 in the first Liberty Loan drive and \$100,000,000 in the second, so their influence became world wide.³⁵ When boys realize that their work really counts it is a powerful stimulus to achieve. A Boy Scout patrol selected with their groups could have more influence for good than if it remained separate, for the stimulus of being a part of a unit is greater, that is undoubted. Greater than this, a national organization includes the world and thus to be. Scouting if successfully and universally applied will remove from American life much of its present industrial and social feverishness. The intensely 'practical' and selfish interests will be supplemented by those that are aesthetic, social, religious or in other words natural and comprehensive.³⁶

The organizations for girls corresponding to the Boy Scouts are the Girl Scouts and more recently the Girl Scouts. Their ideals are practically the same. Their purpose is to provide wholesome activity that maintains the interest of adolescent girls in order to develop the intellectual and good citizenship. The fundamental of the school for girls at Vassar had this to say, "The central educational value of this

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³⁵ Webb, L. Stewart. The Nation Builder. Vol. 7, 7:2. 1919.
³⁶ Richardson, H. E. and Loomis, C. E. The Scout Movement, p. 73.

particular activity. In 1917, the Girls' Life organization was organized for girls twelve to sixteen outside of the state institutions and "will set itself to ask for more buildings for reformatories."⁵⁷ During the war, services similar to those performed by the Boy Scouts were rendered by the girls' organizations, in addition to the Red Cross work done. Helen Ferris, Girls' Life editor says, "The need of our country was and is, not only for the already existing girls' clubs to take up the special kind of work. The power which our organized girls can wield would be still greater if every girl in America were definitely connected with a girls' organization and were active in it. The war time call for the call for enlistment by girls with girls, a universal answer to the call would mean a better America."⁵⁸ "Since the war there is a greater opportunity for organization among girls than ever before. Girls have seen what girls can do and the spirit is in the air."⁵⁹

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57. Second Biennial Report, California Council for Girls, 1914-15.

58. Ferris, Helen J. Girls' Life, p. 1.

59. Ibid. p. 10.

Conclusions

All organizations, such as have been mentioned, if a part of every boy's and every girl's life, not only help to preserve their delinquency, but will help the child themselves so that when they are thrown upon their own resources, they do not sink into insignificance. These do not do college life better able to fit into the life there. These few small high schools will not be outwardly representative of college life, for they, too, will be ready to leave without a trace of their college affiliation at the university. Most boys and girls leave high school with a general idea of athletics, even though they have never taken any part in them. They, however, enter college with a clear idea of what the numerous college clubs are and their special demands. The Y. M. and Y. W. know nothing of this. They have never heard of Social Service Clubs or Civic Leagues, it is not only by name. School life seems to consist in training for social and religious leadership and in such training not received in the high school period, there is little chance that it will be later. We have numerous leaders in our college athletics and social life, but very actively few with initiative in moral, social and religious practices. According to the Dictionary of National Biography, ²² containing 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.



about 10 per cent attend for or better than our high school. These
 were leaders in national life. Only one per cent of the pop-
 ulation finish high school and go to college. Yet from this
 one per cent come about 80 per cent of the leaders in national
 life. This is a serious problem. For if we do not train our high
 school children in moral, social, and religious initiative, in
 the future we are going to face a revolution in social life
 much sadder than the present. High schools have a great opportunity
 for giving such training. For they deal with people who are
 developing into altruists, when they are eager to serve. For
 Y. M. C. A. and Y. W. C. A. groups in our high schools lead to
 the more religious life for the college and more for the
 communities into which these students go after college. These
 social service clubs and communities associated with the student,
 in music, literature and the like will give better social
 conditions and improvement in social conditions. That social activ-
 ities can be carried on in connection with schools in a better way
 than the city, has numerous Red Cross societies and established
 a social service club. Clubs in the high school in Berkeley,
 714 10th St., have established a day nursery and a school.
 They plan to go. They also are requesting that a social
 service club be established. Social service, if it is true,
 does not have any numerical, but it has an opportunity for
 social life work. There is need for social service; we can't have social

our districts. The city needs the "at home" men and women, then in other places. A real organization that will develop honor and reverence for things sacred, things that are not abused or idolized; things which are efficient devices for the community instead of destroyers of ideals. We need the thoughtful as true friends, for tolerance is the lack of the formation of deep and lasting friendships. "We need", as Ellen Hoken, "clubs which will produce clusters of devotion, and we can not have them by stupidly ignoring the problem of spiritual appeal which should be made to youth."³³ We must not wait to begin our moral and religious training in our schools for delinquents. We must have our civility training in our public schools.

Although it is not claimed that club activities, even under proper supervision, will take "ourselves" for all our evils, they have a legitimate place in the school, the church, and the community at large. They can and should be used to much greater advantage than heretofore. Since they have the facilities of training ideal leaders, and developing genuine leadership in the right direction, the school, the church, the home, and other institutions need to accept of age as clubs as the most important factor in education. Then we realize that the social problems are social and the true values are those of

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W. L. Hoken, 1113. Training for Citizenship through the "at Home" Girls' Clubs. Religious Education, 8: 164. 1913.

personal relationships of interest, and activities will copy
their true position in the structural system.

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